

# The School Plan for Student Achievement

**School:** Benjamin Bubb Elementary

**CDS Code:** 43 69591 6047955

**District:** Mountain View Whisman

**Principal:** Cyndee Nguyen

**Revision Date:**

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on November 7, 2019.**

## School Vision and Mission

### Benjamin Bubb Elementary's Vision and Mission Statements

Our vision at Bubb Elementary is to be a safe, engaging, growth-oriented, learning community where everyone collaborates, perseveres, and thinks critically.

Our mission is to inspire, empower, and prepare every student.

## School Profile

### OUR THEORY OF ACTION

If we:

implement focused, systematic, and tiered interventions (ELA, math, and behavior),

continuously develop students' language through integrated and designated English Language Development,

refine our teaching practice through Critical Friends Groups, Learning Walks, and coaching,

purposefully support students through positive behavior supports, and

Intentionally communicate and collaborate with families,

then our students will be intellectually and emotionally engaged in their learning and will meet or exceed standards on summative assessments.

### ACADEMIC ACHIEVEMENT

By June 2020, there will be:

- a 2-percentage point increase (from 78% to 80%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5), and
- a 2-percentage point increase (from 78% to 80%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5).

Key Strategies: Implement Response to Instruction system with rigorous instruction and activities for remediation, intervention, and enrichment; provide STEAM (science, technology, engineering, and math) instruction aligned to NGSS (Next Generation Science Standards) and integrated with English Language Arts; and implement projects to support development of the Profile of a Graduate

### CLOSING THE ACHIEVEMENT GAP

By June 2020, there will be:

- a reduction of At-Risk English Learners of at least two students (13-11) as measured by state criteria (California English Language Development Test proficiency, years as an EL, and CAASPP scores), and
- a 1-percentage point increase (from 87% to 88%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5), and
- 80% of English Learners that score a Level 4 on the ELPAC will reclassify or maintain a Level 4 on the ELPAC (22 of 28).

Key Strategies: Implement Response to Instruction system; integrate English Language Development in math, science, and ELA lessons using SIOP (Sheltered Instruction Observation Protocol); provide Designated ELD instruction; conduct progress monitoring; and provide after school tutoring.

### HUMAN CAPITAL

By June 2020, there will be:

- a 1-percentage point increase (from 86% to 87%) in the number of teachers who feel that the school is supportive of their professional growth, as measured by the district climate survey, and

- a 4-percentage point increase (from 60% to 64%) in the number of staff members who feel that the school is supportive of their professional growth, as measured by the district climate survey.

Key Strategies: Implement Critical Friends Groups and Professional Learning Communities, Provide focused coaching, feedback, and professional learning opportunities to teachers and staff, Implement Learning Walks

## INCLUSIVE AND SUPPORTIVE CULTURE

By June 2020, there will be:

- a 97% average daily attendance rate,
- a reduction of suspensions by at least 1,
- a 4-percentage point increase (from 54% to 58%) in the number of students who feel a strong sense of school belonging, as measured by the district climate survey, and
- a 3-percentage point increase (from 66% to 69%) in the number of parents who feel that Bubb School is a good fit for their children, as measured by the district climate survey.

Key Strategies: Implement Positive Behavior Support system and Response to Instruction system, provide after school enrichment for every grade 3-5 student, increase home-school communication, and provide parent education

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement

At Bubb Elementary School, staff is committed to providing students with a high quality education. Teachers use California State Standards (CSS) to guide their instruction in English Language Arts and Mathematics and Next Generation Science Standards (NGSS) in science. In order to monitor students' progress, teachers administer curriculum-embedded assessments and iReady assessments, and modify their instruction to meet students' needs. Teachers regularly collaborate with grade level colleagues to analyze student achievement data and identify strengths and weaknesses. Based on this information, teachers develop goals for their students and work with their colleagues and school administration to monitor students' attainment of these goals.

Last spring, teachers across California administered the Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP). Bubb staff use this data to measure student growth, analyze instructional programs, and create continuous improvement goals. Last winter, teachers, staff, parents, and 5th grade students took a district climate survey, which Bubb staff used as baseline data from which to create goals.

Teachers continue to use curriculum adopted by the Mountain View Whisman School District (Eureka Math, Benchmark Advance, Scott Foresman Social Studies, FOSS science). Teachers also administer district benchmark assessments and analyze results in order to monitor student progress and inform instruction.

## 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers at Bubb Elementary regularly review data from curriculum-embedded assessments, iReady, and benchmark assessments during weekly collaboration meetings and grade level release days. Based on data, instruction is modified through strategies such as reteaching, small group instruction, blended learning, and RTI. RTI at Bubb means targeted instruction in language arts and math through Second Chance Teaching. Towards the end of each 3-5 week unit, students are assessed for their level of understanding. Based on the assessment, students are placed into a Second Chance Teaching group--either to receive additional instruction so that they can master that unit's standards, or additional instruction and enrichment so that they can delve deeper into the unit's standards. Two STEAM teachers provide two periods of hands-on Science while the classroom teacher provides two periods of Second Chance Teaching with their classroom each week, for both enrichment and intervention for students. By the end of each week, each Bubb student will have participated in daily first initial teaching in language arts and two periods of Second Chance Teaching with their classroom teacher, and two periods of science. We used this Second Chance Teaching model with our students last year for language arts and found many positive benefits: we noticed that more students in the lower grades were meeting standards on foundational literacy skills than in the past years, students were developing a more positive academic mindset, and teachers were able to get to know all their students at a deeper level. This year, in addition to Second Chance Teaching, students will be using the iReady Instructional program for personalized learning to meet their identified needs. Students will receive pinpointed, targeted instruction at their level. Teachers monitor iReady data weekly and will intervene when a student is unable to grasp the concepts through iReady.

### Staffing and Professional Development

## 3. Status of meeting requirements for highly qualified staff (ESEA)

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Bubb Elementary school has no misassigned teachers, no out of field teachers, and 1 teacher in their first two years of teaching. All other teachers are considered "highly qualified". There is one teacher who is currently participating in the new teacher Induction program administered by Mountain View Whisman School District personnel.

Teachers in Mountain View Whisman School District have been provided with ongoing professional learning on administering SBE-adopted instructional materials. Bubb teachers also participated in district provided professional development focused on building teacher knowledge and capacity with English Language Development, Differentiation, and STEAM/literacy integration. Teachers participate in site-based professional learning on CSS aligned instructional strategies. At Bubb, teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, common planning days, and collaboration meetings. District instructional coaches regularly meet with Bubb staff members to help improve teaching practices, including providing assistance on administering SBE-adopted instructional materials, classroom climate, and English Language Development strategies.

## 4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Teachers at Bubb Elementary participate in many professional development opportunities to improve their instructional practices. We provide training through staff development days and staff meetings. Ongoing support is provided through a full time instructional coach, as well as a new teacher support provider. Teachers learn from their peers through Critical Friends Groups, Learning Walks, and cross-grade level articulation teams.

For the 2019-20 school year, the emphasis for professional development and coaching will be on supporting English language development through SIOP (Sheltered Instruction Observation Protocol) strategies. Bubb student data shows that English learners perform at a lower level than their English fluent peers on benchmark and state assessments.

5. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Teachers share effective practices with colleagues to create an environment of continuous growth, celebration, and academic excellence. Staff works to ensure there is an alignment of curriculum to content standards. All students are provided with grade level standards-based adopted curriculum. Our staff embraces life-long learning with professional learning to enhance application of research-based strategies to implement grade level curriculum.

Our master schedule was designed to provide for the recommended instructional minutes in language arts and mathematics and the required instructional minutes for physical education and English Language Development. It was also designed to maximize mainstreaming opportunities for students in our special day classes. The master schedule allows for dedicated Tier 2 intervention periods in every grade level. In addition, key first grade students are also offered after school interventions to help them achieve grade level mastery.

#### Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

At Bubb Elementary, all students have the opportunity to be successful. In all of our classrooms, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards and those who have already mastered standards. In order to assist these students, teachers use the resources available in the SBE-adopted instructional materials. Students who are performing below grade level in reading are provided services by classroom teachers during the Second Chance Teaching (RTI) block. First grade students who are struggling in language arts are offered the opportunity to attend after school tutoring.

#### Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

The parents of Bubb Elementary School are an integral part to our continued success. Parents regularly participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Open House, Scholastic Book Fair, Monday morning meetings, Family Events (Science and Math Nights, Outdoor Movie Nights, International Potluck, etc.), Walkathon and Silent Auction, and parent-teacher-student conferences. Teachers and the School and Community Engagement Facilitator (SCEF) reach out to parents of students who are struggling to provide them with additional resources. The SCEF conducts regular home visits of targeted families. Several school personnel are bilingual and help interpret to enable our Spanish-speaking parents to participate in school activities and to communicate with school staff. We have a Spanish translator on staff to translate parent-home communication. We also partner with organizations such as Avenidas, JCL, and St. Frances High School to provide one-to-one and small group tutoring and homework support.

8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Bubb School does not receive federal funding.

#### Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

Each year, Bubb Elementary's School Site Council evaluates the progress of our students and allocates funds to help underperforming students meet state standards. At Bubb, funds have been used to provide reading intervention, hire additional staff to support dedicated English Language Development, purchase additional materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement. Bubb also receives donations through the Parent Teacher Association to support school day and after school enrichment programs.

## **Description of Barriers and Related School Goals**

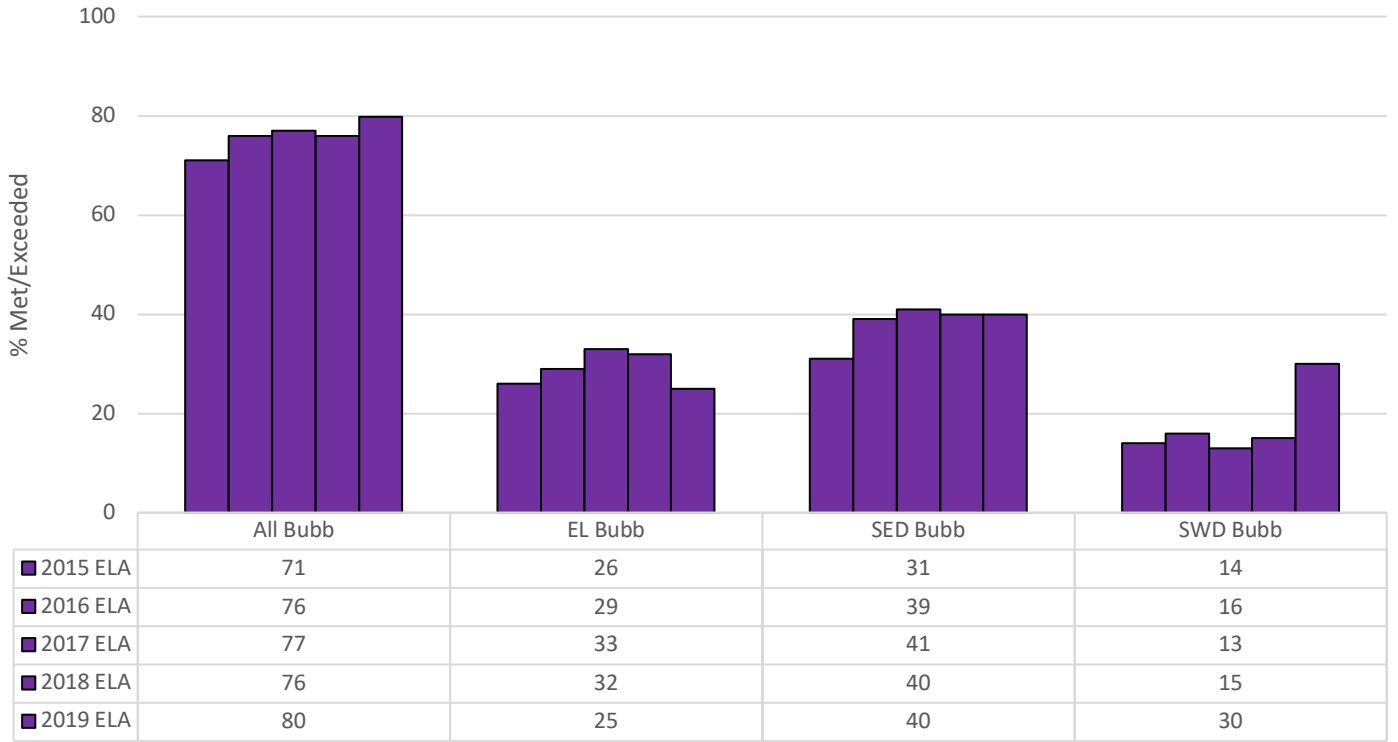
As we analyzed our data and our program last year, we realized that an area of need was providing remediation for our struggling students. Our previous Response to Instruction model provided targeted second chance teaching of grade level content, but did not build in for remediation of prerequisite skills. In this year's site plan, we have action items to revise our RtI system so that it is more individualized (through the use of iReady and teacher intervention) and flexible.

<b>Bubb Demographics K5</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Enrollment	562	556	571	575
Asian	16%	21%	21%	23%
Hispanic/Latino	28%	26%	21%	21%
White	38%	37%	39%	37%
Students with Disabilities	7%	8%	9%	10%
English Learners	29%	25%	21%	18%
SocioEconomically Disadvantaged	25%	23%	19%	18%

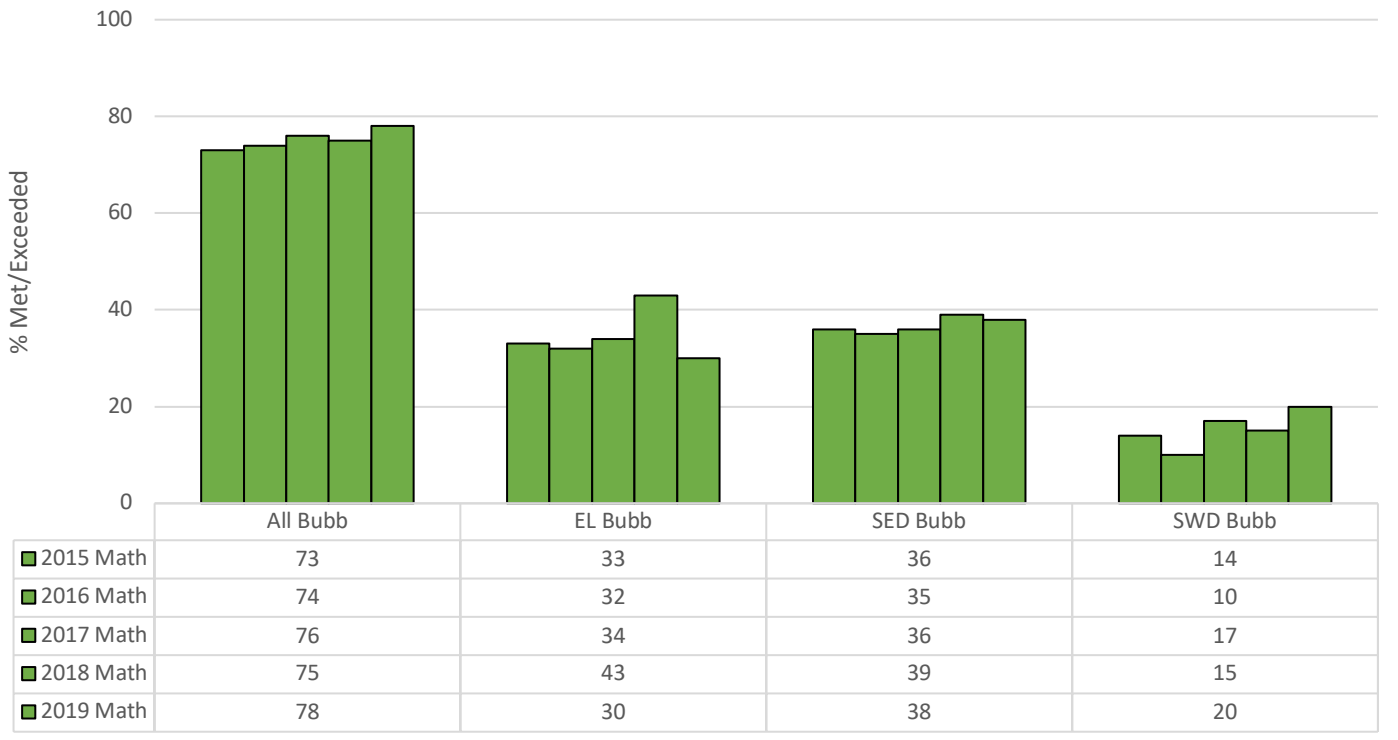
<b>Bubb Demographics for students in grades 3-5</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>
English Learners	26%	19%	16%	16%
Reclassified Fluent English Proficient	15%	17%	20%	18%
SocioEconomically Disadvantaged	27%	22%	24%	21%
Students with Disabilities	11%	11%	12%	11%
Asian	17%	17%	17%	19%
Hispanic/Latino	30%	26%	26%	26%
White	37%	37%	37%	36%
Total Enrollment	282	262	258	268

<b>Bubb</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Attendance	96.83%	97.06%	96.93%	96.61%	96.97
Suspension	4	1	3	0	3
Reclassification	18.4	15.4%	19.1%	18.7%	9.0%

### ELA CAASPP Subgroups

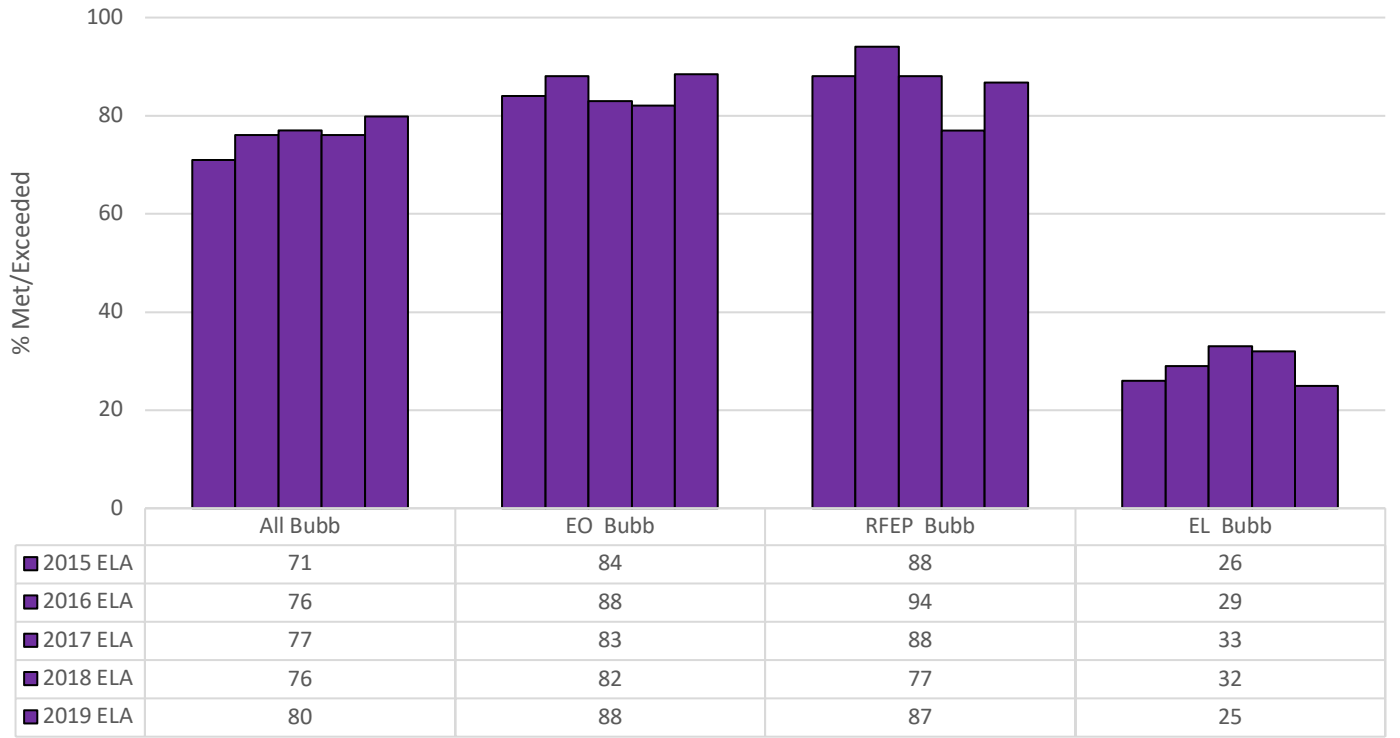


### Math CAASPP Subgroups

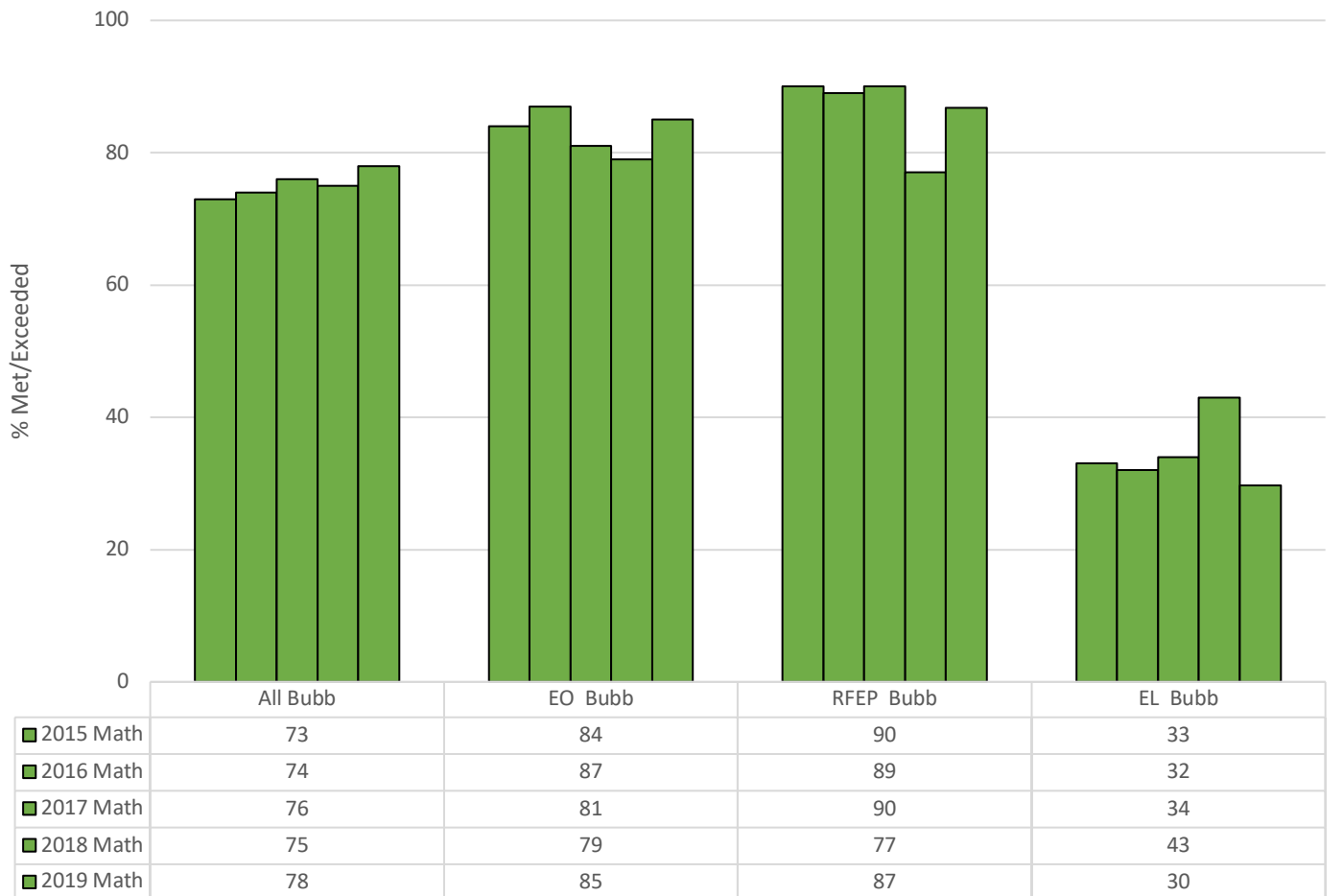




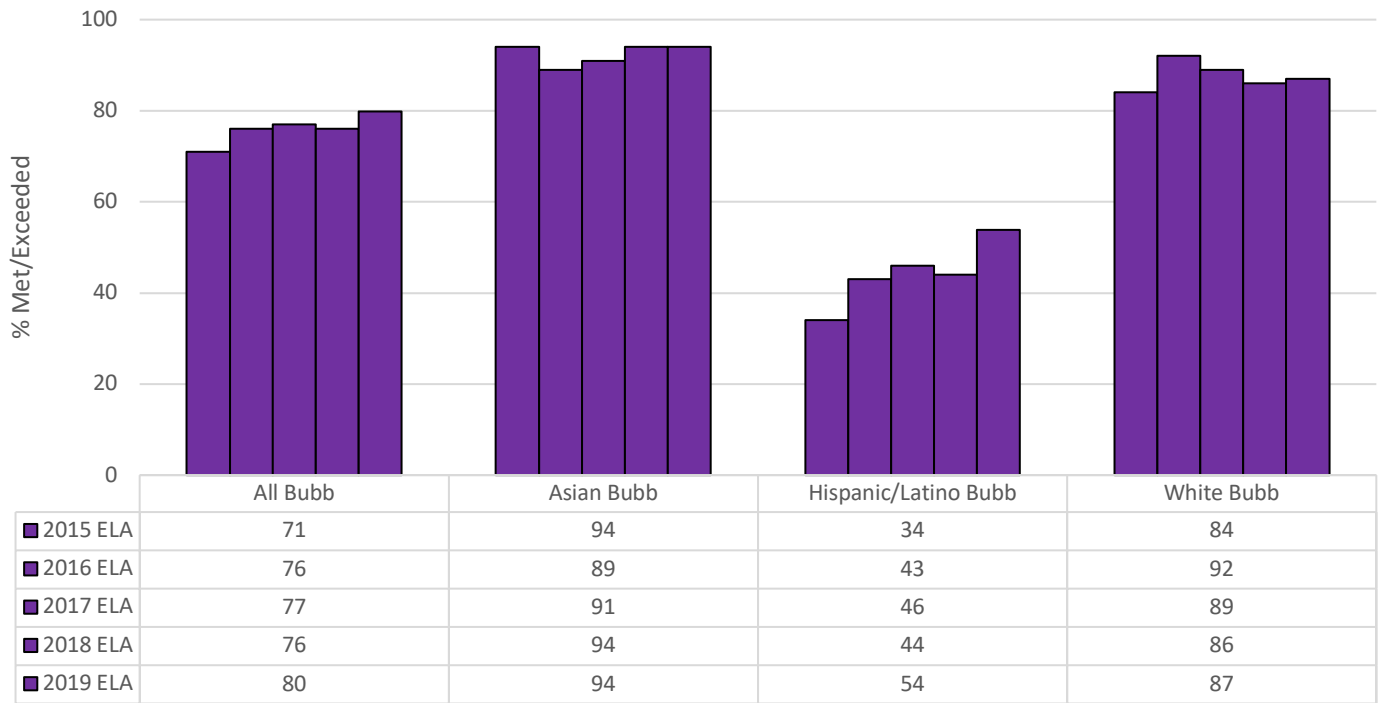
### ELA CAASPP English Learner Status



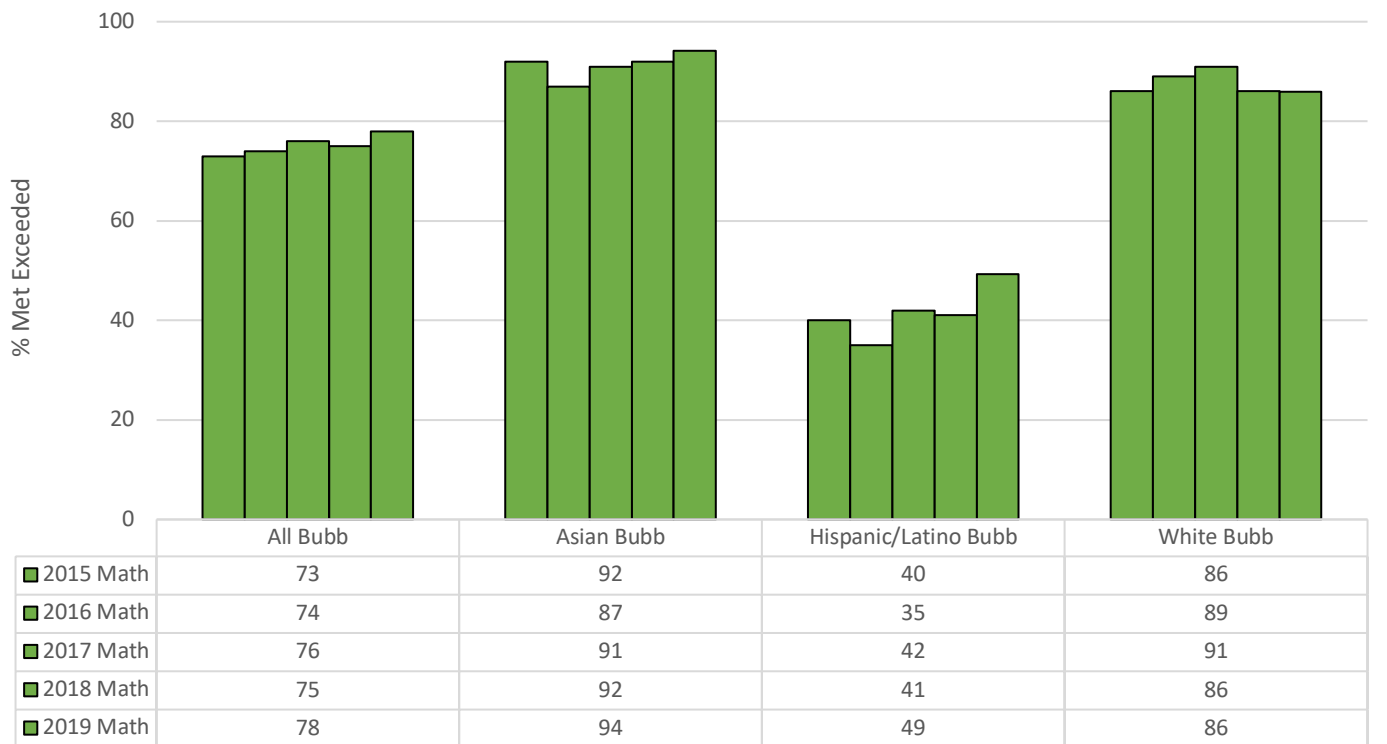
### Math CAASPP English Learner Status



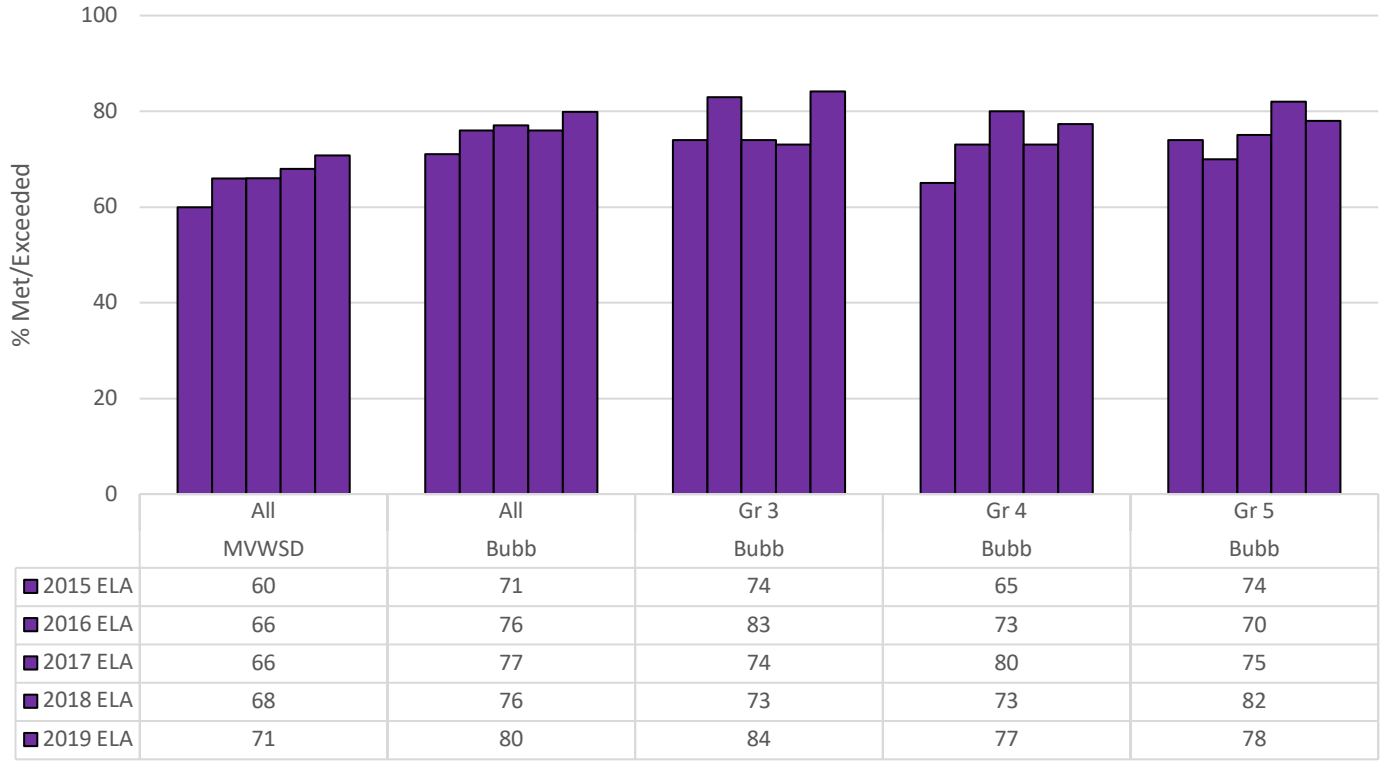
### ELA CAASPP Ethnicity



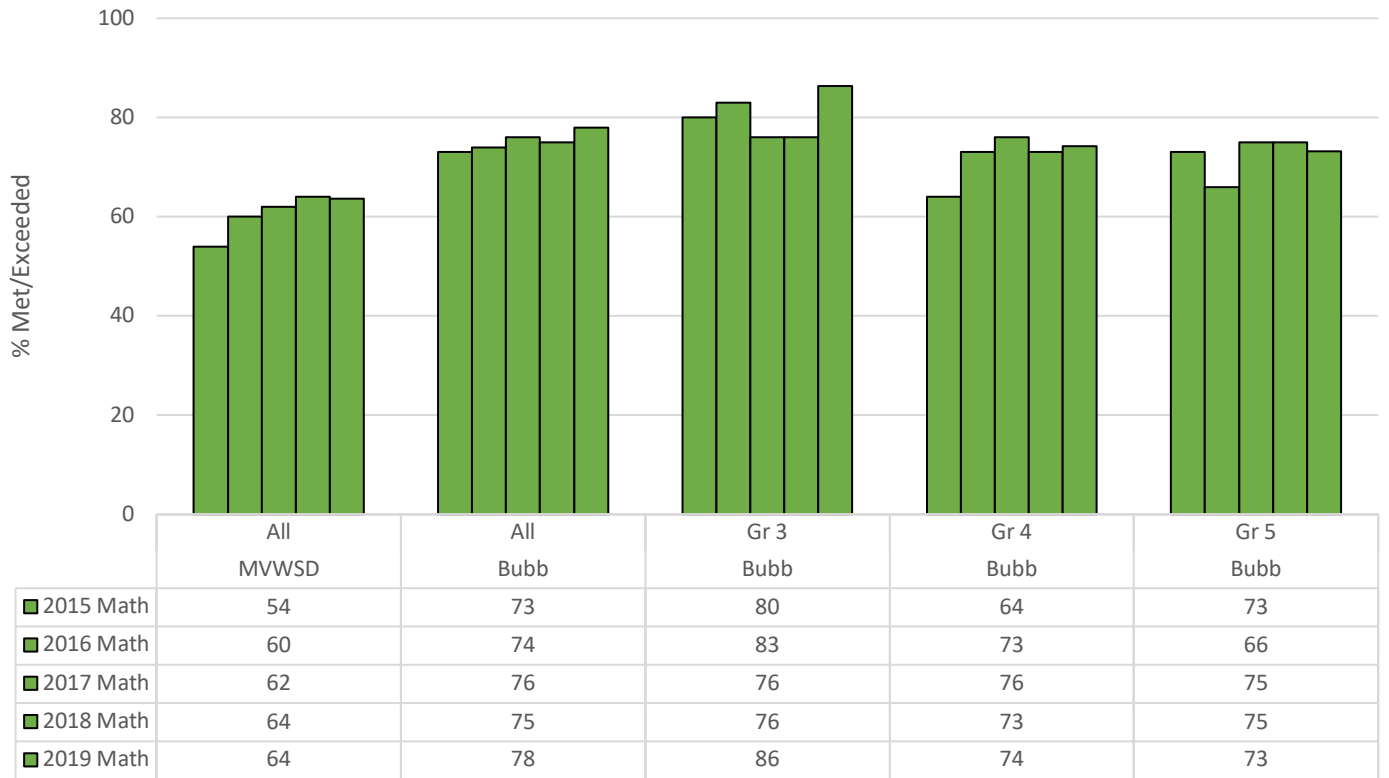
### Math CAASPP Ethnicity



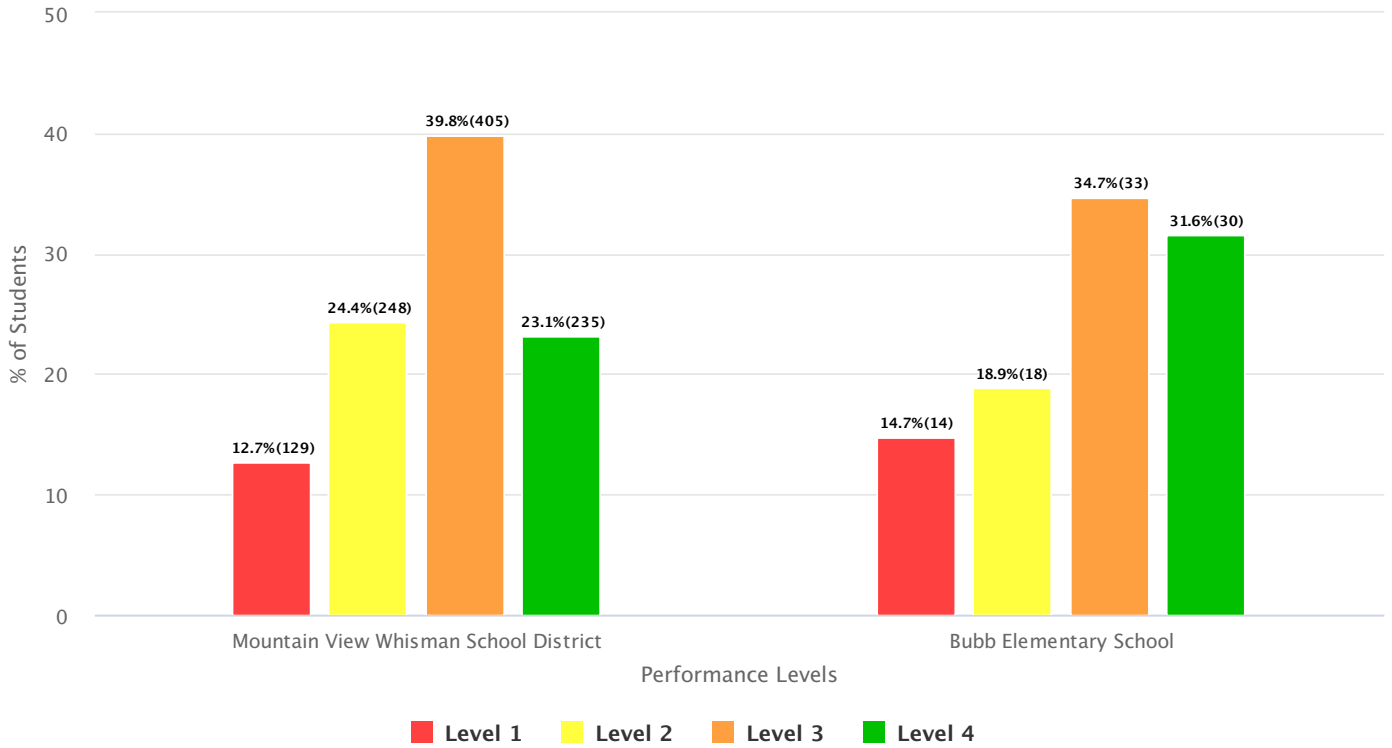
### ELA CAASPP



### Math CAASPP

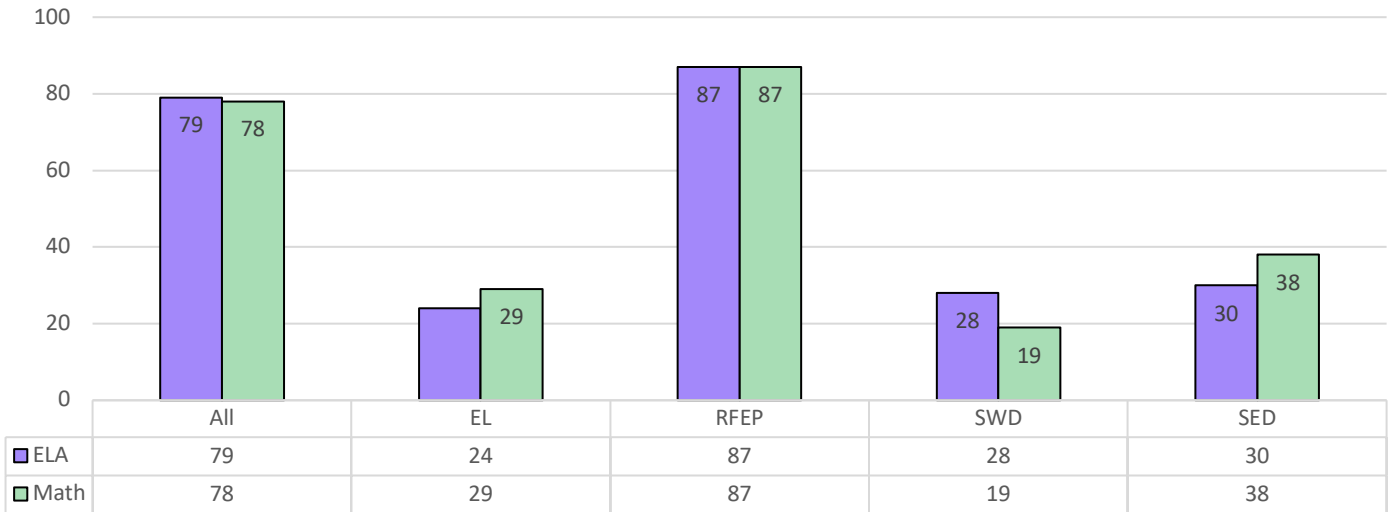


## English Language Proficiency Assessments for California (ELPAC) 2018-19



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### Bubb CAASPP Data Based on 19-20 enrollment



## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: ACADEMIC ACHIEVEMENT</b>
<b>LEA/LCAP GOAL:</b>
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #1:</b>
By June 2020, there will be: <ul style="list-style-type: none"><li>• a 2-percentage point increase (from 78% to 80%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5), and</li><li>• a 2-percentage point increase (from 80% to 82%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5).</li></ul> Key Strategies: Implement Response to Instruction system with personalized learning, provide STEAM instruction aligned to NGSS (Next Generation Science Standards),
<b>Data Used to Form this Goal:</b>
CAASPP data, LCAP and Climate Surveys
<b>Findings from the Analysis of this Data:</b>
2018-19 ELA Goal - Increase 2% from 76% to 78% met/exceeded Met ELA Goal? - Yes - Increased to 80% Largest increase was in Grade 3  2018-19 Math Goal - Increase 2% from 75% to 77% met/exceeded Met Math Goal? - Yes - Increased to 78% Largest increase was in Grade 3

**How the School will Evaluate the Progress of this Goal:**

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, iReady, and CAASPP data, observations and feedback on the use of Second Chance Teaching (RtI).

What short-term outcomes will you expect? Teachers will regroup for RtI within the first 2 weeks of school based on SBAC data. Teachers will then regroup based on iReady data and then adjust groups throughout the year based on common formative assessment data.

What early evidence of change will demonstrate the school is on track?

Students will be regrouped during dedicated second chance teaching time (RTI time) based on CFA data. Students will show improvement based on post-assessment data and successful lesson completion on iReady.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Razkids and Reading A-Z ELL Edition licenses to support Tier 1 reading instruction and home-school connection Monitor Data and intervene as needed  Evidence: Usage Data	Aug-June	Principal Teachers	razkids	4000-4999: Books And Supplies None Specified	TSSP	1500
Adhere closely to district-wide pacing guides for ELA and Math, with intentional planning using the SIOP framework  Evidence: Collaboration logs, pacing guides, benchmark assessments	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Provide dedicated STEAM instruction to all students aligned to NGSS		Teachers	2 Dedicated STEM teachers--district provided			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Refine Response to Instruction (RTI) process to make it more directed, responsive, and timely)  Evidence: Lesson plans, Second Chance Teaching/STEAM groupings, collaboration logs, Second Chance data, iReady data	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Provide after school tutoring for 1st grade target students	Oct-Apr	Teachers	Hourly rate for instruction and planning	1000-1999: Certificated Personnel Salaries	TSSP	3850
Conduct regular classroom walkthroughs	Aug-May	Principal	No expenditures, part of regular staff responsibilities			
All teachers participate regularly in focused instructional coaching (at least one classroom observation/feedback cycle per trimester)	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Utilize iReady Instructional ELA and math program to provide personalized instruction  Monitor data weekly Provide teacher directed intervention and enrichment based on data	Aug-June	Principal Teachers				
Integrate STEAM and literacy: Monthly collaboration with support from Science is Elementary coaches	Sept-May	Teachers	No expenditures, part of regular staff responsibilities			
Professional Development: Differentiation and Personalization, STEAM/ELA Integration, Rigor, iReady, Zearn	Aug-June	Principal Coach Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Levels implement “anchor projects” towards meeting the Profile of a Graduate	Nov-May	Principal Coach Teachers	No expenditures, part of regular staff responsibilities			
Grade level release days include planning for differentiated instruction/RtI and developing enrichment units (enrichment and intervention)	Sept-May	Principal Coach Teachers	Substitutes for Release Time		Donations - PTA	
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Nov-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
If additional funding is released, will increase after school tutoring to other grade levels	Nov-May	Teachers	Hourly rate for instruction and planning	1000-1999: Certificated Personnel Salaries	TSSP	
Increase technology, engineering, and robotics in STEAM labs  Purchase: <ul style="list-style-type: none"> <li>• Beebots</li> <li>• Robotics</li> <li>• Engineering supplies</li> </ul>	Nov-May	Teachers	Supplies	4000-4999: Books And Supplies	Science Equipment Elementary	1500



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: CLOSING THE ACHIEVEMENT GAP</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
<b>Strategic Plan</b>
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
<b>SCHOOL GOAL #2:</b>
By June 2020, there will be: <ul style="list-style-type: none"><li>• a reduction of At-Risk English Learners of at least two students as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores), and</li><li>• a 1-percentage point increase (from 87% to 88%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5),</li><li>• at least 22 of 28 of our English Learners (80%) that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC</li></ul> Key Strategies: Implement Response to Instruction system, integrate English Language Development in math, language arts, and science lessons using SIOP (Sheltered Instruction Observation Protocol), refine Designated ELD instruction, and regularly monitor progress
<b>Data Used to Form this Goal:</b>
CAASPP ELPAC Reclassification rates
<b>Findings from the Analysis of this Data:</b>
Reduce number of At Risk students by at least 1. Goal met? No. No decrease in number of At Risk students.
Increase CAASPP ELA performance of RFEPs from 77% to 79% Goal met? Yes. Increased to 88%
For students in Cohort 1, 44% of them were at level 4 in year 1, dropped to 40% in year 2

**How the School will Evaluate the Progress of this Goal:**

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, CFA, and CAASPP data, observations and feedback on the use of SIOP strategies in math and science lessons and designated ELD instruction  
 Weekly progress monitoring in collaboration and/or staff meetings and trimester Kid Talk/Data Walks

What short-term outcomes will you expect? Students will show improvement on CFAs in ELA and math, students will meet daily language objectives

What early evidence of change will demonstrate the school is on track? Teams plan lessons using SIOP framework. Students are interacting with each other through structured oral language practice and hand-on activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Supplemental Designated ELD curriculum in addition to core Benchmark Advance Curriculum (Grammar Gallery, English 3D, Academic Vocabulary Toolkit, Reading A-Z ELL Edition)	Sept-May	Principal Teachers	Reading A-Z license	4000-4999: Books And Supplies	TSSP	200
Refine Designated ELD instruction K-2: Frontloading content, vocabulary, and language frames for core subject areas 3: Vocabulary and frontloading 4: English 3D 5: ELD rotation (2 weeks each: English 3D, grammar, Kinsella vocabulary)  Evidence: Classroom observation data, lesson plans, assessment data	Sep-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Apply Sheltered Instruction Observation Protocol techniques, including objectives, vocabulary, connections to prior knowledge, higher order thinking questions, scaffolding (modeling and small group support), wait time, interactions (structured oral language routines), lesson delivery supporting objectives, increased student engagement, and hands-on activities</p> <p>Evidence: Classroom observation data, lesson plans/pacing guides, assessment data, exit tickets</p>	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Conduct SIOP implementation walkthroughs</p> <p>Evidence: Walkthrough data</p>	Aug-May	Principal	No expenditures, part of regular staff responsibilities			
<p>Kid Talks and Data Walks, with particular focus on ELs and RFEPs, and EL Cohorts 1 and 2</p> <p>Evidence: Kid Talk data, progress monitoring, student success plans</p>	Nov, March	Principal Teachers	Substitute Teachers/Roving Subs	1000-1999: Certificated Personnel Salaries	School Allocation	2,500
<p>Target Student focus (nearly meeting standard, RFEP, EL)</p> <p>Evidence: Boot camp lesson plans, kid talk data, progress monitoring, weekly check ins</p>	Aug-May	Teachers School and Engagement Facilitator	No expenditures, part of regular staff responsibilities			
<p>Interpreters for parent teacher conferences, ELPAC coordinator and testers</p>	Aug-May	Principal	Hourly rate	2000-2999: Classified Personnel Salaries	School Allocation	9000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Nov-May	Principal Teachers Staff Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: HUMAN CAPITAL</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
<b>Strategic Plan</b>
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
<b>SCHOOL GOAL #3:</b>
By June 2020, there will be: <ul style="list-style-type: none"><li>• a 1-percentage point increase (from 86% to 87%) in the number of teachers who feel that the school is supportive of their professional growth, as measured by the district LCAP survey, and</li><li>• a 4-percentage point increase (from 60% to 64%) in the number of staff members who feel that the school is supportive of their professional growth, as measured by the district LCAP survey.</li></ul> Key Strategies: Implement Critical Friends Groups and Professional Learning Communities, Provide coaching, feedback, and professional learning opportunities to teachers and staff, focused coaching, learning walks
<b>Data Used to Form this Goal:</b>
School Climate survey, PLC and collaboration logs

**Findings from the Analysis of this Data:**

Increase number of teachers who feel that the school is supportive of their professional growth from 83% to 85%  
 Goal met? yes. Increased to 86%

Increase number of staff who feel that the school is supportive of their professional growth from 63% to 67%  
 Goal met? no. Decreased to 60%

Analysis of school climate survey data shows that majority of teachers feel supported in their professional growth and that they receive feedback regularly that improves their practice. Critical Friends groups were noted as a positive source of professional growth. There is an opportunity to improve support for classified staff--only 60% of classified staff feel that the school is supportive of their professional growth. Additionally, fewer classified staff took the climate survey than previous year. Will need to make a concerted effort to have all staff complete upcoming LCAP survey. The majority of classified staff on campus are instructional assistants.

**How the School will Evaluate the Progress of this Goal:**

School climate survey, exit tickets, plus/delta charts

What short-term outcomes will you expect? Increase in participation of classified staff in staff meetings

What early evidence of change will demonstrate the school is on track? Collaboration logs (evidence of PLC work)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers participate regularly in instructional coaching in all areas, especially around supporting ELs and RFEPs, differentiation  Evidence: Coaching Logs and Calendar Appointments	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional development for teachers based on staff surveys: groupings for RtI to include the addition of personalized learning (iReady), Support for planning enrichment opportunities for students, Supporting students with challenging behaviors</p> <p>Evidence: Collaboration logs, RtI data and groupings, Release days</p>	Aug-May	Principal Teachers	Conference and travel fees	5800: Professional/Consulting Services And Operating Expenditures	TSSP	8700
<p>Professional development for classified staff: Coach/train IAs, office staff, noon supervisors, library tech on positive behavior supports and supporting students with challenging behaviors</p> <p>Evidence: Staff Meeting agendas, staff surveys</p>	Aug-May	Principal Classified Staff	Additional Time to attend meetings after work hours	2000-2999: Classified Personnel Salaries	Donations - PTA	
<p>Implement Critical Friends Groups and Grade Level Learning Walks (at least twice a year)</p> <p>Evidence: Collaboration Logs, Meeting agendas, lesson plans revised after CFG and Learning walks</p>	Aug-May	Principal New Teachers	Part of grade level release days (accounted for in Goal 1)			
Analyze data from observations and feedback and revise plan as needed			No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan			No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: INCLUSIVE AND SUPPORTIVE ENVIRONMENT</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
<b>Strategic Plan</b>
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
<b>SCHOOL GOAL #4:</b>
By June 2019, there will be: <ul style="list-style-type: none"><li>• maintain a 97% average daily attendance rate,</li><li>• a reduction of suspensions by at least 1,</li><li>• a 4-percentage point increase (from 54% to 68%) in the number of students who feel a strong sense of school belonging, as measured by the district LCAP survey, and</li><li>• a 3-percentage point increase (from 66% to 69%) in the number of parents who feel that Bubb School is a good fit for their children, as measured by the district LCAP survey.</li></ul> Key Strategies: Implement Positive Behavior Support system and Response to Instruction system, provide after school enrichment for every grade 3-5 student, conduct home visits, and provide parent education through Principal's Coffees.
<b>Data Used to Form this Goal:</b>
Attendance rates, discipline data Parent attendance rates at events District climate survey



**Findings from the Analysis of this Data:**

2018-19 Goal - 97% ADA

Met Goal? - yes--we had 97% ADA

Maintain 0 suspensions

Goal Met? No--we had 3 suspensions

Increase student school belonging (60% to 64%)

Goal met? No. Decreased to 54%

Increase parents who feel Bubb is a good fit (70% to 73%)

Goal met? No. Decreased to 66%

LCAP survey and data from principal's coffees indicate that families would like more communication about children's progress and curriculum. Parents would also like more learning opportunities for students who are exceeding grade level standards

**How the School will Evaluate the Progress of this Goal:**

Climate survey data, attendance at parent meetings/principal's coffees, home visit data, target student data

What short- term outcomes will you expect?

School rules and expectations visible around the school, staff awarding a Cub Kudos daily

What early evidence of change will demonstrate the school is on track?

Students will have regular school attendance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage in ongoing professional development on behavioral psychology  Evidence: staff meeting agendas	Aug-May	Principal Teachers Classified Staff	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Create positively stated school rules and expectations matrix for all common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules.</p> <p>Create and implement Cub Kudos positive behavior recognition program</p> <p>Evidence: Expectations matrix visible</p>	Aug-May	Principal Teachers Classified Staff	Student motivational prizes	4000-4999: Books And Supplies	Donations - PTA	
<p>Implement strategies to make all students feel valued, respected and known (connection to Project Cornerstone)</p> <p>Evidence: collaboration logs, data (clicker)</p>	Aug-May	Principal Teachers Classified Staff	No expenditures, part of regular staff responsibilities			
<p>Conduct individual behavior analyses and create behavior shaping plans</p> <p>Evidence: Discipline data, behavior plans</p>	Oct-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Professional Development: Responding to Inappropriate Behavior, De-escalation Techniques</p>	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Monthly Principal's Coffees with focus on communicating progress on site initiatives, building community, and parent education</p> <p>Evidence: Principal's coffee presentations, attendance rates</p>	Sep-May	Principal	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent education (United through Education), particularly for families of ELs	Sept-Nov	School and Community Engagement Facilitator	Contract with parent education company	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	3082
Translate all home-school communication (long term homework/assignments, newsletters, etc)  Evidence: translated materials	Aug-May	Translator Teachers	Hourly rate for translator	2000-2999: Classified Personnel Salaries	Donations - PTA	2,000
Conduct home visits for target families to follow up on Student Success Plans  Evidence: SSPs, Home Visit logs	Aug-May	School and Community Engagement Facilitator Teachers	Hourly rate for teachers	1000-1999: Certificated Personnel Salaries	School Allocation	1,000
Enrichment for All Initiative <ul style="list-style-type: none"> <li>Provide every 3rd-5th grade student at least one after school enrichment class, free of charge.</li> <li>Provide second late bus so students can participate in after school programs</li> </ul> Evidence: Class rosters	Sep-April	Principal	Contracts with enrichment vendors  Contracts with enrichment vendors	5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures	Donations - PTA  After School Enrichment	2250
Organize a Student council for 4th-5th graders			Hourly rate for teacher  Student Council Workshop	1000-1999: Certificated Personnel Salaries  5000-5999: Services And Other Operating Expenditures	Donations - PTA  After School Enrichment	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement monthly digital citizenship lessons  Evidence: lesson plans	Sept-May	Teachers	No expenditures, part of regular staff responsibilities			
Increase parent communication: <ul style="list-style-type: none"> <li>send home iReady reports 3 times a year</li> <li>send home classroom or grade level newsletter at least once a month</li> </ul>			No expenditures, part of regular staff responsibilities			
Analyze data from benchmarks, student success plans, observations, and feedback and revise plan as needed	Nov-May	Teachers Staff Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Teachers	No expenditures, part of regular staff responsibilities			
If full budget is released, additional funds will be used to provide substitutes for spring parent teacher conferences for target students, additional after school enrichment in the spring, and increase family engagement/education program			Substitute teachers	1000-1999: Certificated Personnel Salaries	TSSP	8000
			Enrichment for All contracts	5000-5999: Services And Other Operating Expenditures	After School Enrichment	980
			Contract with parent education program	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2000

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	33,110	20,610.00
TSSP	27,600	5,350.00
After School Enrichment	4,730	0.00
Parent Engagement (PIQE/FEI/PU)	5,088	6.00
Science Equipment Elementary	1,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	4,730.00
Donations - PTA	2,000.00
Parent Engagement (PIQE/FEI/PU)	5,082.00
School Allocation	12,500.00
Science Equipment Elementary	1,500.00
TSSP	22,250.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	15,350.00
2000-2999: Classified Personnel Salaries	11,000.00
4000-4999: Books And Supplies	3,200.00
5000-5999: Services And Other Operating Expenditures	9,812.00
5800: Professional/Consulting Services And Operating	8,700.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
5000-5999: Services And Other Operating	After School Enrichment	4,730.00
2000-2999: Classified Personnel Salaries	Donations - PTA	2,000.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	5,082.00
1000-1999: Certificated Personnel Salaries	School Allocation	3,500.00
2000-2999: Classified Personnel Salaries	School Allocation	9,000.00
4000-4999: Books And Supplies	Science Equipment Elementary	1,500.00
1000-1999: Certificated Personnel Salaries	TSSP	11,850.00
4000-4999: Books And Supplies	TSSP	1,700.00
5800: Professional/Consulting Services And	TSSP	8,700.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	6,850.00
<b>Goal 2</b>	11,700.00
<b>Goal 3</b>	8,700.00
<b>Goal 4</b>	20,812.00



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cyndee Nguyen	X				
Kathy Patterson		X			
Patricia Galazzo		X			
Jessica Chavez		X			
Evelyn Ho				X	
Rohan Teneja				X	
Aytok Celik				X	
Jianfeng Yang				X	
Manny Velasco			X		
Silja Paymer				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cyndee Nguyen	X				
Paula Pasquini		X			
Manny Velasco			X		
Carla Baquero Ben				X	
Fernanda Brandt				X	
Celeste Rueles				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:


1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
  - X English Learner Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/30/19.

  
\_\_\_\_\_  
Signature

Attested:

Cyndee Nguyen \_\_\_\_\_  \_\_\_\_\_ 9-30-19 \_\_\_\_\_  
Typed Name of School Principal Signature of School Principal Date

Evelyn Ho \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Aytek Celik  
(acting chair) \_\_\_\_\_  \_\_\_\_\_ 9-30-2019 \_\_\_\_\_